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ABSTRACT

This booklet presents numerous classroom-tested ideas for learning activities and games to be used in the foreign language class. The ideas for the activities were contributed by teachers in Oklahoma. The games are presented in five sections on the analogy of a football game: (1) "Formations" contains ideas for bulletin board exhibits and activities: (2) "Receiving" has numerous vocabulary building games: (3) "Tackling" presents learning activities on grammar: (4) "In the Huddle" contains activities for building listening and speaking skills: and (5) "Halftime Activities" provides suggestions for extracurricular activities. Each game suggestion includes the purpose, materials needed, and description. (AMH)

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ED205030

FOREIGN LANGUAGE...

GAME PLANS

FOR A SUCCESSFUL SEASON

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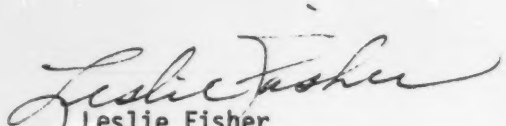
FOREWORD

Modern technology is making it increasingly important for Oklahoma's young people to be able to communicate with and understand their neighbors both near and far. The study of a foreign language furthers those goals of communication and understanding and offers wider career horizons to those who wisely pursue language study during their school years.

The goal of this handbook is to assist the teacher of foreign language to vary the activities of the teaching process so that more thorough, lasting learning can take place. We in the State Department of Education are trying to provide materials which are both useful and appropriate to these ends. We hope you find them so.



Leslie Fisher

State Superintendent of

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PREFACE

When the element of fun is added to the classroom, students become more involved in the learning process. With this idea in mind, this book has been compiled for your use. It is a treasure of workable, classroom-tested ideas to add sparkle, variety, and fun to learning -- to "perk up the ho-hums."

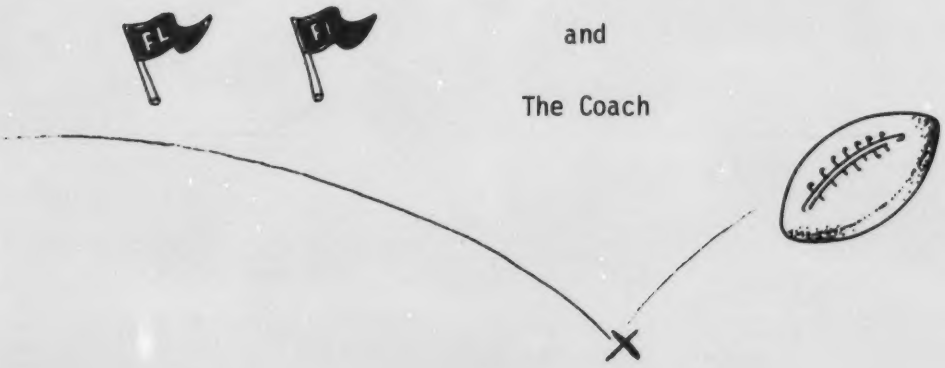
Teachers from all over Oklahoma have contributed some of their most creative and successful ideas. Since many ideas were similar, often they are presented as a composite idea. Others are presented as variations. Although we were unable to use all contributions, we do sincerely want to thank all those who submitted ideas -- you are the authors of this book.

We have enjoyed preparing this book of ideas for you, and we know that you and your students will find it beneficial. After all, as the song says, "A spoonful of sugar makes the medicine go down . . . . in the most delightful way!"

The Co-Captains

and

The Coach



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Art by:

Sandra Boules

Jeannie Mendell

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Plainview High School, Plainview Public Schools
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Duncan High School, Duncan Public Schools
Guymon High School, Guymon Public Schools

Coach:

Al Gage, Ph.D., Specialist
Foreign Language Education
Curriculum Section
Oklahoma State Department of Education

Co-Captains:

Diane Battles
Linda Bowling
Carol Fryar
Emily Taff

Team Roster:

Dixie Adams
Connie Allison
Mechelle Andrews
Anita Barlow
Eleanor Barnes
Margaret Barton
Patsy Bassel
Diane Battles
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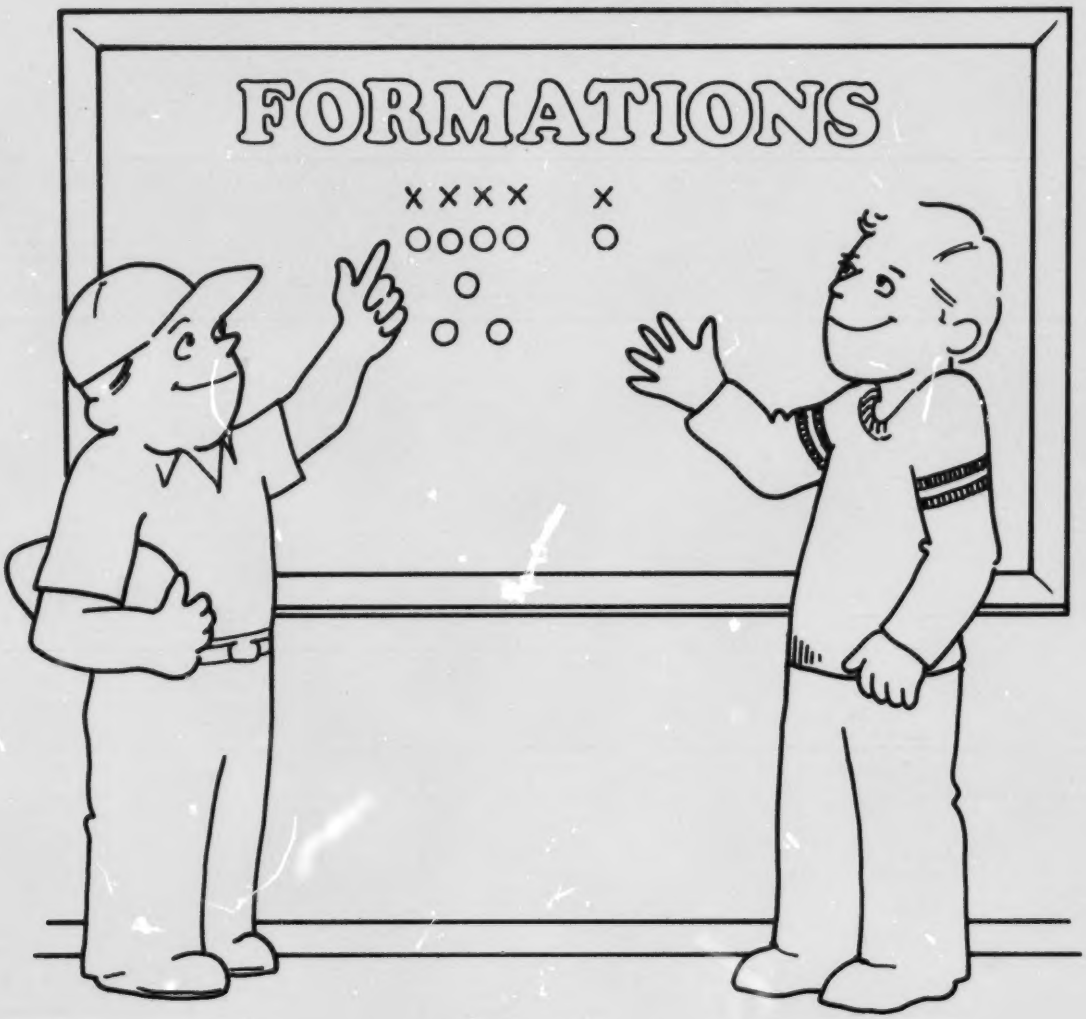
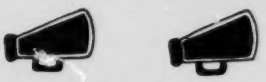


PURPOSE: Teach and review months and their respective activities

MATERIALS NEEDED: Construction paper

DESCRIPTION: Cut out letters for names of months. If the teacher teaches two languages in the same classroom, a clever idea is to combine the two languages on the same bulletin board. Cut out a symbol of the month. Put the names of the two months on the board sharing a common letter. An example for French and Spanish with the month of April is shown below with a large umbrella, raindrops, announcements, menus, dichos, etc.



PURPOSE: To show foreign products/labels/influence on a bulletin board

MATERIALS NEEDED: Anything that has a foreign language on it

DESCRIPTION: Put up as many different containers or instructions that have the foreign language on them to make students aware of foreign languages, i.e., Yoplait yogurt, sewing pattern instructions, other forms of instructions which come with purchases - calculators, toys, games. This kind of bulletin board is good early in the year and/or when parents are expected.

PURPOSE: To provide a French atmosphere in the classroom; to increase student interest; to teach vocabulary; to explore culture

MATERIALS NEEDED: Construction paper, colored pens, magazine pictures, post cards, etc.

DESCRIPTION: Display pictures of holiday themes (the beginning of school, Halloween, Thanksgiving, Christmas, etc.). Identify each person or object in the target language. This can also be done with the seasons of the year, occupations, animals, etc.

Center a map of France. Put a pin into a city, run a piece of string from the pin to a picture of the city. Use a postcard if possible.

Display newspaper of magazine advertisements for French products. This is especially interesting if students are familiar with the products (such as U.S. soaps, food, beauty products, etc.).

Make a spirit bulletin board supporting various school teams. Put French slogans (Allez!, Gagnez!, Victoire!, etc.) next to pictures of sporting events and maybe pictures of the athletes involved.

Put bright flower blooms on the board. In the center of each flower put a student's French name. (This is especially nice for smaller children) This can also be done using a fleur-de-lis.

After presenting vocabulary dealing with rooms and furniture (supplementing the text's list), have the students draw floor plans of their ideal house, labeling all the rooms and major furniture. Arrange these as a bulletin board. More advanced students should learn the vocabulary.

PURPOSE: To encourage interest in foreign travel

MATERIALS NEEDED: Pictures, postcards, souvenirs of foreign countries

DESCRIPTION: Arrange a display of pictures, postcards, souvenirs on bulletin board. (A good way to preserve pictures is to use clear plastic picture holders).

PURPOSE: To aid in learning the parts of the body

MATERIALS NEEDED: Construction paper, string

DESCRIPTION: Using a cartoon character as a pattern, draw a picture of a body. Label parts of the body on pieces of construction paper and connect the word to its appropriate part with string. This same idea can be used with vocabulary concerning clothing.

PURPOSE: To illustrate history of the country

MATERIALS NEEDED: String, thumb tacks, white plastic numbers and letters, yarn, pictures, symbols, architecture, paintings of the era depicted

DESCRIPTION: Divide bulletin board into centuries. Show centuries by vertical yarn held in place by thumb tacks. Place personalities of the era within appropriate century.

PURPOSE: To teach French culture or contributions and to encourage success in students who may be weak in grammar but good in art

MATERIALS NEEDED: Collages, posters, mobiles, paintings, drawings, three dimensional projects.

DESCRIPTION: Have students create a bulletin board on any of the following.

a. French contribution to America or to the world (fashion, cooking, etc.)
b. Famous French immigrants to America (Audubon, Chevrolet)
c. Dress of a particular century (art work, inventions, etc.)
d. Some 3-D projects which have had success (toothpick Eiffel Tower, Eiffel Tower made of sugar cubes)
e. Famous French people

PURPOSE: To promote foreign language classes

MATERIALS NEEDED: Posters, postcards, souvenirs, brochures, etc.

DESCRIPTION: Decorate school display cases with projects or information about your country or about your language club. If students have taken trips to the country, displays of some of their souvenirs can be very useful.

PURPOSE: To promote foreign language to other students

MATERIALS NEEDED: White paper, red and black marking pens, stencils for lettering

DESCRIPTION: Make a candy cane large enough to fit the classroom door. By laminating it, it can be reused. Each year at Christmas, put the students' names (in the target language) on the cane with grease pen or water base marker. The door bears the greeting Feliz Navidad! Students love to show others where their names are. It makes them feel special and creates awareness and interest. By varying the theme or holiday the door becomes a continual advertisement. No matter how common the theme, attention is attracted by the target language. Months and seasons are a natural for door decoration. Examples are:

1. October -- Put a large picture of a witch with a sign around her neck (BRUJA). Have her laughing "JA! JA!"
2. January -- Picture of a snowman with appropriate label
3. February -- Appropriate Valentine pictures with the label febrero = el mes de amantes

PURPOSE: To teach the formation of dates and encourage comradeship

MATERIALS NEEDED: Calendar

DESCRIPTION: When the students are taught to form dates in the language, a translation sheet is given listing the birthdates of all the students in that class. These dates are then transferred to a master calendar on the bulletin board. On the date of, or as close as possible, the entire class serenades the birthday person to the tune of "Happy Birthday" in the language.

PURPOSE: To make students feel welcome at the beginning of the year

MATERIALS NEEDED: Construction paper

DESCRIPTION: Below is shown a sample of a welcome bulletin board in the language. Many variations are possible.

PURPOSE: To create a Christmas bulletin board

MATERIALS NEEDED: Construction paper, Christmas wrapping paper, ribbon

DESCRIPTION: Place Christmas wrapping paper (or plain red or green paper) on the bulletin board. Put a bow in the corner of the board and strips of ribbon to make the bulletin board look like a present. In the target language, write (or use cut-out letters) the caption, "The Best Gift of All is You." Other appropriate captions could also be used.

RECEIVING

VOCABULARY SKILLS

PURPOSE: To learn pronunciation and meaning

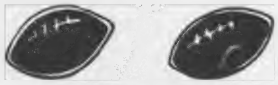
MATERIALS NEEDED: Slips of paper

DESCRIPTION: Divide students into two teams and select a group of related words (colors, family members, etc.). Each team member writes one word on a slip of paper. Each student takes a turn at guessing the words that his corresponding opponent has written. Each student is allowed three guesses. Five team points are given for each answer correctly pronounced.

PURPOSE: To reinforce vocabulary

MATERIALS NEEDED: Paper and pencil

DESCRIPTION: Students have thirty seconds to write as many words in a certain category (animals, days, months, clothing, colors, vegetables, etc.) as they can. The students naming the most correctly spelled words win.



PURPOSE: To practice numbers and letters of the alphabet

MATERIALS NEEDED: None

DESCRIPTION: The name of this game is RHYTHM. Each person has a number or letter. Everyone in unison hits the desk with both hands (palms down), then claps once, then snaps fingers of the right hand, then snaps fingers of the left hand. Repeat continually. The speed can be varied. One student begins by saying his number or letter with the right snap and the number or letter of someone else on the left snap. That student then gives his number or letter and that of another person. When someone breaks the rhythm, the same starts over. The object is to keep going (which takes concentration).

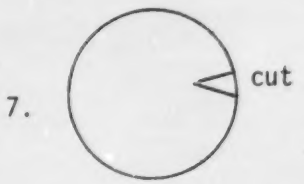
PURPOSE: To learn colors with a color wheel

MATERIALS NEEDED: Poster board, eight sheets of different colored construction paper, scissors, glue, brass brad

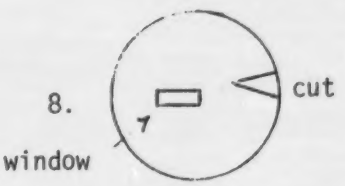
DESCRIPTION: To make a color wheel:

1. Cut two poster board circles the same size.
2. Cut one piece of paper into a circle the same size as the poster board.
3. Fold the paper in half, then in half again, and then in half again.
4. Use the folded wedge as a pattern and cut eight wedges of construction paper, each a different color.
5. Stack the wedges together and cut the points off 1/3 of the way to the curved edge.

6. Glue the wedge edge to edge around one of the poster board circles.
7. Cut a wedge just smaller than the color wedges from the other poster board circle.



8. Now cut a small window from the other side of the same circle directly opposite of the first cut out. Make sure that none of the color wedges will show in this window.



9. Place the circles together with the circle with the cut out on top. In the window, write the name of the color showing in the cut out (rojo, moreno, amarillo, negro, azul, anaranjado, verde, and morado).
10. Move the wheel around and write all of the names of the colors in the window when they show in the cut out.
11. Decorate the top of the wheel as desired.
12. Put the wheels together and attach them together with a brass brad in the center.

PURPOSE: To learn vocabulary using a MONOPOLY game

MATERIALS NEEDED: White poster board, colored felt tip pens, rulers, and construction paper

DESCRIPTION: Students work in groups and make everything that goes with the game in the language. They are given the necessary vocabulary for the Chance and Community Chest Cards, deeds, etc. They use a city map (Mexico City, Paris, Berlin, etc.) to find names for their properties. They make the board and deed cards out of poster board, the money and Chance/Community Chest cards out of construction paper. Students bring tokens and/or dice from home. Students learn the city's geography and the currency. One goal is to have the student play the game and speak only in the target language.

**Foreign language Monopoly Games can be ordered from Gessler Publishing Company, 900 Broadway, New York, New York 10003.

PURPOSE: To reinforce vocabulary

MATERIALS NEEDED: Pencil and paper

DESCRIPTION: Students write the alphabet in the target language vertically down the page. Next they try to think of a word beginning with each letter. Omit any letters used infrequently to begin words. Students will be surprised that they know so many words beginning with each letter. This could be adapted as a relay race.

PURPOSE: To reinforce vocabulary

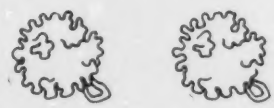
MATERIALS NEEDED: Pencil and paper

DESCRIPTION: For variation in vocabulary and testing, scramble the letters of the words and put them on the board. The students then decipher the words. For example: snoaim = maison, bramche = chambre, gatee = étage. Word searches could also be used in a similar manner.

PURPOSE: To improve pronunciation

MATERIALS NEEDED: White poster-weight cardboard (paper size), two-inch letters of the Spanish alphabet, one-inch letters to form words

DESCRIPTION: Print "The Sounds of Spanish" on the first card. On the rest of the cards, print one letter with its name in Spanish and two Spanish words that contain that letter. These cards are placed in a row above the blackboard. Every day practice pronunciation from these letter cards as the letters are introduced in the text.



PURPOSE: To strengthen the mastery of vocabulary

MATERIALS NEEDED: Chalkboard

DESCRIPTION: Divide the class into two teams. (Try to pair students on each team according to ability). As the two representatives from each team go to the board, give them a word, a phrase, or a sentence in English. The first person to finish writing it correctly (accents and all) in the target language gets the point for his team. Students get very involved and excited with this kind of competition. Schedule these reviews right before a vocabulary quiz.

PURPOSE: To produce a vocabulary that is meaningful to the individual student

MATERIALS NEEDED: Notebook

DESCRIPTION: Students keep a diary of daily activities, actual or imaginary. Encourage the students to fantasize (a trip to Paris, scuba diving, a date with Superman, etc.). Diaries are kept only for days that classes are held.

PURPOSE: To remember vocabulary through "tricks"

MATERIALS NEEDED: None

DESCRIPTION: Try to use humorous phrases which help to ease the drudgery of writing and memorizing. (Wild Kingdom, "regnum ferum;" fake tear, "lacrima falsa;" boring man, "vir aridus;" braggart soldier, "miles gloriosus;" magic frog, "rana magica)."

PURPOSE: To learn the vocabulary of the family

MATERIALS NEEDED: Glue, plain paper, markers or pens, pictures of family members

DESCRIPTION: After working orally with the vocabulary for family members, students compile a family album including as many different family members as possible. The ideal situation is to have students use photographs of their family; but when these are unavailable, pictures from magazines may be used. Each picture is labeled (el padre, la abuela, los primos, etc.). Later these albums may be used in sentence-forming exercises and question-answer sessions involving any number of topics based on information concerning the people most important to us--our families.

PURPOSE: To review numbers

MATERIALS NEEDED: Approximately 30-40 index cards (depends on class size)

DESCRIPTION: Divide the class into teams of 5 to 10 members. Each team has a set of 10 cards with the numbers 1-10 written on them. The teacher calls out a number between 1 and 55. The first team to hold up cards equalling the number called, wins the point. Play to a predetermined number of points.

PURPOSE: To teach the alphabet

MATERIALS NEEDED: None

DESCRIPTION: After learning the pronunciation of the alphabet, sing it to the tune of the children's ABC song. Then translate the verse "Now I know my ABCs, etc." to the target language (Example: "Maintenant, je sais mes a-b-c, maintenant, qu'est-ce que tu penses de moi?" "Ahora, yo sé mis a-b-c, ahora, que piensas tú de mí?").

PURPOSE: To review vocabulary

MATERIALS NEEDED: Slips of paper on which the teacher has written the passwords

DESCRIPTION: The class is divided into two teams. As in regular Password, the object is to elicit the Password (provided by the teacher). One team member says a related word to his team, and together his team decides upon the first attempt. If that team fails, the other team tries for four points, etc. The next word goes to the losing team. A time limit may be imposed. All guessing is done in the target language; no books are used.

PURPOSE: To learn the French monetary system and vocabulary used in ordering in a restaurant

MATERIALS NEEDED: Play money

DESCRIPTION: During the week students earn French francs by participating in various class activities (one franc for correctly answering oral questions, etc.). Students also learn names and foods and expressions for ordering. On the actual "restaurant day," some students serve as waiters and take orders in French, while other students act as customers, ordering their meal and paying with their francs.

PURPOSE: To review vocabulary, verbs, and culture

MATERIALS NEEDED: Game cards (made by teacher); write different topics on the top. Write a word or letter on the left.

DESCRIPTION: This game is played in groups of 2, 3, or 4. A group has 3 to 4 minutes to complete a card. (See below). Each group counts the number of correct answers and scores accordingly.

	Regular "er" Verbs	French Provinces	Foods	Parts of the body
N		Normandie		nez
B	bavarder	Bretagne	bouillabaisse	
C	charger	Champagne	croissant	
L				langue
M	marcher			

	Animal	Légume	Ville	Rivière
T	tortue	tomate	Troyes	
A	âne	artichaut	Antibes	
B		betterave	Biarritz	
L	lapin	laitue	Lyon	Loire
E	éléphant	épinard		

	Tier	Stadt	Fluss	Kleidung
H	Hund	Hamburg		Hose
E	Esel	Essen	Elbe	
M		Muenchen	Main	Mantel
D		Duesseldorf	Donau	Dirndl

PURPOSE: To develop vocabulary skills

MATERIALS NEEDED: None

DESCRIPTION: PYRAMID GAME. Four students stand in front of the class. The first says a word; the next says the first student's word and then adds his own word. This continues until a student makes a mistake since words must be in the same order as originally given and students continue to build words or pyramids. Continue until only one of the original four students is left standing. Pick three more to begin again.

PURPOSE: To study the foreign currency and clothing vocabulary

MATERIALS NEEDED: Actual clothing articles (or magazine and catalog cutouts)

DESCRIPTION: After learning the foreign currency and American equivalents, drill by using the various clothing articles as examples. Students can bring old clothes from home in different sizes and present a "style show" or open a "boutique." Pictures can be used also and have the additional value of ease of handling and bulletin board use.

PURPOSE: To reinforce vocabulary

MATERIALS NEEDED: None

DESCRIPTION: The name of this game is GHOST. One student starts with the letter "C." The next student adds a letter "H" (thinking of the word "chat"). Then the first student must add another letter (thinking of a word but probably not the same word as his opponent's). The second student must then guess the word which the first student is thinking. (Note: The student may begin with any letter.)

PURPOSE: To review vocabulary

MATERIALS NEEDED: Flash cards as described below

DESCRIPTION: Prepare flash cards with appropriate vocabulary. Place the English on the one side and the target language on the opposite side. This way the game may be played either way. Flash the card to the student in the first seat, front row. If he knows the word, he keeps his seat. If he misses it, keep going until someone knows the word. The person who knows the word moves to the seat of the one who missed it first. Any help and that person goes to the back of the line. At the end, whoever is at the head of the class holds the cards the next time.

PURPOSE: To reinforce vocabulary associated with shopping

MATERIALS NEEDED: Play money, products to "buy"

DESCRIPTION: This game is good to play after teaching food, money, numbers and bargaining customs in class. To motivate students to play this game, shorten the length of buying time and assign extra-credit points for the winning teams. The result is usually a great deal of thieving, short-changing, enthusiasm, etc. Appoint some of the lesser capable students (who may not know the material) to be "policía" who will hear and settle all disputes resulting from the competitors.

PURPOSE: To reinforce vocabulary with BASEBALL

MATERIALS NEEDED: Vocabulary list

DESCRIPTION: Divide the class in half. Each side gets three "outs" (chances). Every correct word that a student knows is a base hit. Four hits score a run. No help allowed. Give the English for the students to give in the target language.

PURPOSE: To teach and drill the pronunciation of the Spanish alphabet

MATERIALS NEEDED: Any alphabet book or Alphabet Parade available from Oklahoma School Supply; construction paper, notebook paper

DESCRIPTION: Using "El Desfile del Alfabeto" each student makes his or her own alphabet book in Spanish. Page one begins with la letra A:

A ES PARA AVIÓN, ÁRBOL, ABANICO, (etc.)
Ejemplos:

Un avión vuela.
Los árboles son grandes.
La mujer tiene un abanico.

B ES PARA BARCO, BANDERA, BANANA, Y BUHO.
Ejemplos:

Colón tenía tres barcos.
La bandera de los Estados Unidos es roja, blanca y azul.
Las bananas vienen de la América Central.
El buho es un ave.

PURPOSE: To teach parts of the body

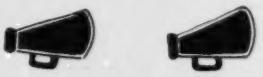
MATERIALS NEEDED: A skeleton either on poster board, a Halloween design, or borrowed from the science department

DESCRIPTION: When teaching the parts of the body, it's fun to use a skeleton. (Such a visual device is unusual enough that the students are apt to pay more attention and may retain the vocabulary better.) Teach by pointing to the parts of the body while presenting the vocabulary. Extend this activity by having students identify body parts by attaching labels. Jumble labels and have students straighten them out. This is also a good time to play "Simon Says," thus utilizing command forms as well as the vocabulary. This activity can also be followed with a short unit on clothing. Put up a bulletin board of paper dools and their clothes, labeling each item.

PURPOSE: To reinforce words and spelling

MATERIALS NEEDED: The alphabet printed on individual squares (with duplicates of the more commonly-used letters), one set per student. The letters are face up in front of the student.

DESCRIPTION: The teacher gives a vocabulary word in English. Each student then tries to spell the word correctly in the target language by arranging the letters on his desk. The student who correctly arranges his letters first wins a point. (This could also be done in teams.)



PURPOSE: To drill new vocabulary

MATERIALS NEEDED: 3 x 5 cards

DESCRIPTION: Have the students write the new word on a card. Then they use another card for the definition or meaning of the new word. Later they use the cards for a card game such as "Old Maid" or "Books" where they match words and definitions. (For "Old Maid" have one of the students draw an old lady and write "Old Lady" in the target language on the card.) For games like "Books" the students can collect similar words--groupings like vegetables, fruits, etc.

PURPOSE: To reinforce new vocabulary

MATERIALS NEEDED: One sheet of 8½ x 11 paper per student

DESCRIPTION: Give each student a sheet of paper. Have them fold the papers into sixteen squares. Then, as you introduce them to a new word, have them write the word randomly on their sheet of paper - one word per square. Later use the paper as a bingo sheet. Say the words first in the target language and have them find the words. This reinforces comprehension of the new words. Then say the words in English and have them find the word in the target language.

PURPOSE: To learn specialized vocabulary

MATERIALS NEEDED: Enough vocabulary words so that each student has one word

DESCRIPTION: This game is called FRUITS. Arrange desks in a circle. One person is "it" and stands in the center of the circle. Assign each student a vocabulary word. The teacher begins the game by saying one word. The object of the game is for the person in the center to touch the desk of the student whose word has been called BEFORE that student can say another vocabulary word. RULES: (1) A student may not call back the word of the person who just called him. (2) A student must not call the word of the person who is "it." If the desk is touched, that person becomes "it" and the game starts again.

PURPOSE: To reinforce the numbers

MATERIALS NEEDED: Slips of paper with numbers on them (totaling the number of desks in the room)

DESCRIPTION: Number all of the desks in the manner shown in the diagram. The idea of the game is to end up in seat number 7 when the time limit is up. Start by saying a number in French. Whoever is sitting in that desk must call out another number, but not the one who called him. If the student whose number is called does not answer, he goes to the last desk and everyone moves up one desk. (Option: Students may be assigned numbers rather than labeling each desk.)

5	6	15
4	7	14
3	8	13
2	9	12
1	10	11

PURPOSE: To learn vocabulary and parts of speech

MATERIALS NEEDED: Paper and pencil

DESCRIPTION: Instead of "X" and "O" the students use words for playing tic-tac-toe. For example, one person might use adjectives while the opponent uses pronouns or some other part of speech.

PURPOSE: To reinforce vocabulary

MATERIALS NEEDED: Pencil and paper

DESCRIPTION: The game is called CHAINS. Student number 1 writes a word on the blackboard. Student number 2 writes a word which must be begin with the last letter of the previous word. Example: manzanas, senor, rojo. This process continues until all students have participated. This could also be done in team competition.

PURPOSE: To reinforce and expand vocabulary

MATERIALS NEEDED: None

DESCRIPTION: Divide the class into two or more teams, depending upon the size of the class. One member from each team goes to the board. The teacher gives a word in French which each student writes on the board. With the word, each student must write as many words as he can starting with one of the letters in the given word. For example:

NOIR: nous, ils, ouvre, rouge, nouveau, olive, intelligent, etc.

This procedure continues until each student from all teams has participated. The team writing the most words wins.

PURPOSE: To drill Roman numerals for Latin students

MATERIALS NEEDED: A regular Bingo game (with numbers)

DESCRIPTION: Take a regular Bingo game card and tape over the Arabic numerals on the cards. Substitute Roman numerals on the card. Proceed as in regular Bingo.

PURPOSE: To teach and review days of the week

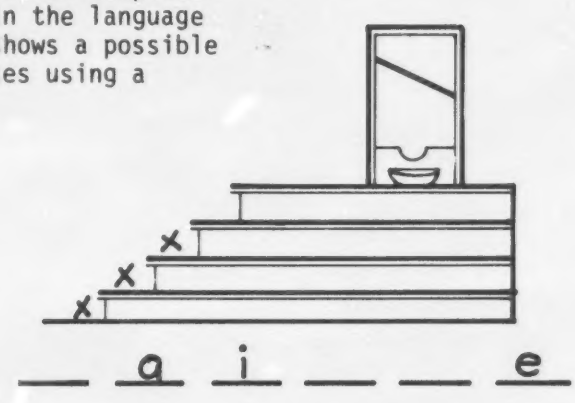
MATERIALS NEEDED: A white canvas garden glove, pen

DESCRIPTION: Use the right or left glove depending on whether you are right or left-handed. Print on each finger tip the initial letter of the day of the week on the palm side. Saturday and Sunday are written below on the palm. (See illustration) Drill the students by asking "If today is Monday, what day is tomorrow?" As you drill, bend and straighten your finger continuously for Monday and then for Tuesday. As the students answer, repeat the motion. Reverse the question by asking, "If tomorrow is Friday, what day is today?"

PURPOSE: To reinforce spelling

MATERIALS NEEDED: Chalkboard

DESCRIPTION: Play "Hang Man" with words in the target language. Insist on complete guesses. (Ask questions in the language only.) The illustration shows a possible variation for French classes using a guillotine.



PURPOSE: To develop vocabulary

MATERIALS NEEDED: A vocabulary list, a blackboard

DESCRIPTION: The students work together to create a short story based on the vocabulary introduced in a particular lesson. The first student may choose any word from the list and write an opening sentence. Each of the remaining students comes to the board with sentences to create the story. The last student has the hardest task--to write a satisfying conclusion to the imaginative situation created on the board. This activity works particularly well in classes of 10 to 15 people.

PURPOSE: To aid in spelling and pronunciation

MATERIALS NEEDED: None

DESCRIPTION: Before teaching writing, teach the alphabet (or at least the vowels). Then add consonants before each vowel. Have drills with "me, mi, ma, mo, mu," etc. The same can be done with nasals. If the students "think" French, they will pronounce and spell better.

PURPOSE: To build food vocabulary and "buying" vocabulary

MATERIALS NEEDED: Food labels that can be placed on cans or stiff paper "cans" that may be flattened for easy storage. (Such labels can be ordered from companies such as Del Monte, Kelloggs, General Mills, Hallmark Cards, etc. Contact the local library for addresses.)

DESCRIPTION: Set up "store" situation that students may purchase and/or request certain food products. Foreign currency could also be used to learn the monetary system.

PURPOSE: To learn numbers

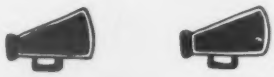
MATERIALS NEEDED: None

DESCRIPTION: CARACOLES In a classroom, begin at either end and have students count in sequence of numbers. Students say "Caracoles" instead of the number when tne count reaches multiples of 7, numbers ending in 7 (17, 27), and double numbers (11, 22). Thus the count will be: "uno, dos, tres, cuatro, cinco, seis, caracoles, ocho," etc. If student misses, he is out of the game. It will usually end up with two students facing and challenging each other to win. They love it!

PURPOSE: To review vocabulary through rapid recall

MATERIALS NEEDED: Small slips of paper

DESCRIPTION: Use standard CHARADES rules (using gestures only -- no speaking). Using appropriate subject matter, sentences or words may be provided by the teacher or students may provide sentences or words. Establish a time limit. All guessing is done in the target language and students may not use books.



PURPOSE: To develop vocabulary skills

MATERIALS NEEDED: Crayons, newsprint, blank paper or artist's paper (approximately 8½ X 11), chalkboard

DESCRIPTION: Using vocabulary students are already familiar with, tell a story in French while they listen. Tell it again and draw the objects on the board as you say them in the story. You will have a completed picture at the end of the story. Then slowly re-tell the story and have the students quickly draw outlines of the objects they hear to fill in later. This activity can be developed to be used "sans" professor with small groups of students listening to a tape that the teacher has made of a story. They stop and start the tape when needed.

PURPOSE: To learn vocabulary through decor

MATERIALS NEEDED: Magazine pictures, colored pencils, construction paper

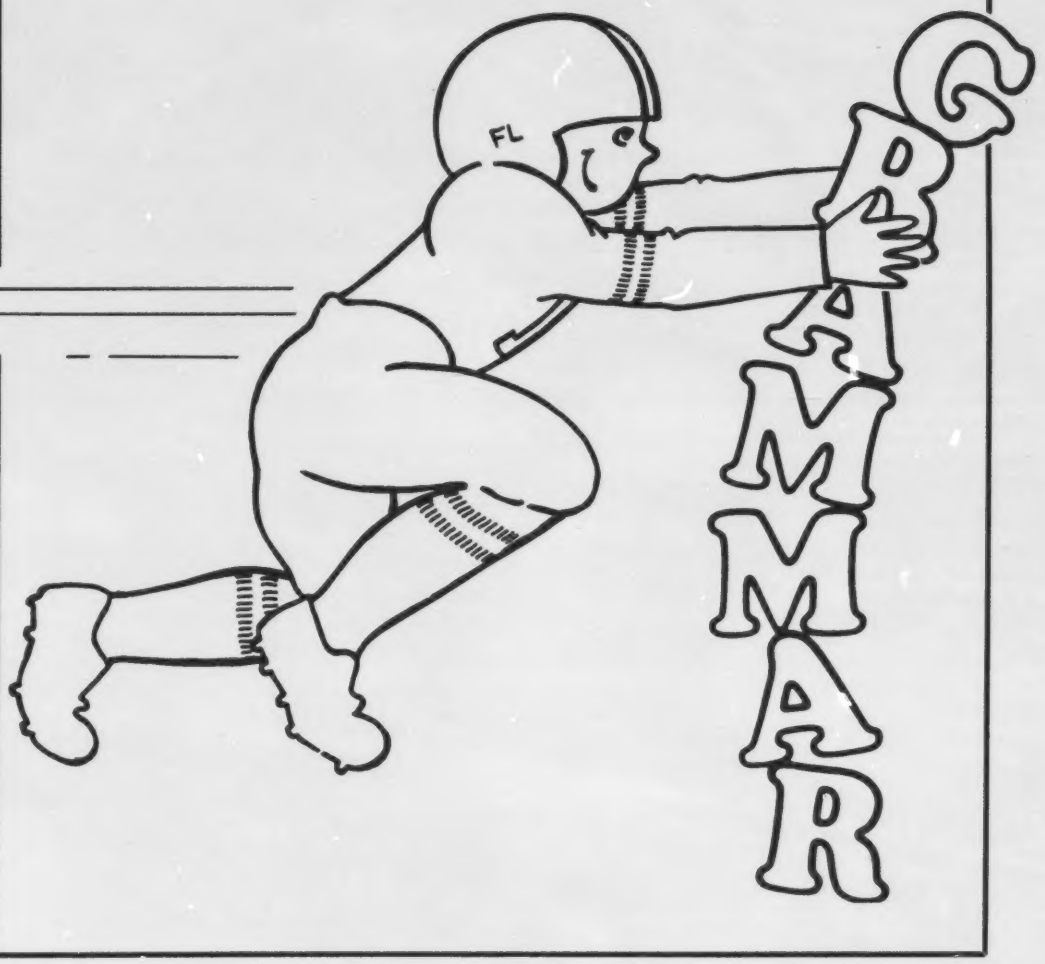
DESCRIPTION: Write easily recognizable nouns on blackboard. Each student chooses a word to illustrate by mounting a picture on colorful paper and identifying it with the new vocabulary word. These contributions will be placed around the classroom. This idea can be used for every chapter.

PURPOSE: To reinforce vocabulary

MATERIALS NEEDED: None

DESCRIPTION: After working with the new vocabulary for a couple of days, allow students to try reading the list perfectly for extra credit. Many students will not choose to do this, but they will carefully listen to those who do.

TACKLING



PURPOSE: To make prepositions more than just more vocabulary words

MATERIALS NEEDED: Classroom items such as book, pencil, notebook, etc.

DESCRIPTION: To introduce prepositions, take a pencil and put it in, on, under, in front of, behind, a book. Then put it between a book and a notebook. After working with these, tell the students to put the objects in places relative to their own notebooks or books.

VARIATION: Ask where students are in the class. Insist on answers only in the target language. (Il est dans la classe, devant Marie, derriere le professeur, entre un garcon et une fille, sur une chaise, sous l'ampoule).

PURPOSE: To learn and review the parts of speech

MATERIALS NEEDED: Blank sheet of paper (8½ X 11) for each student

DESCRIPTION: Have each student make his own Bingo card (squares of approximately one inch, five to seven squares across and down). Each student, by passing the sheet around, has others fill in a verb, noun, preposition, adjective, pronoun, etc., until filled. Each then makes a list of all words found on his card which is given to the teacher who then cuts each word out for "calling purposes." Proceed as in regular Bingo.

PURPOSE: To aid in teaching the imperfect

MATERIALS NEEDED: None

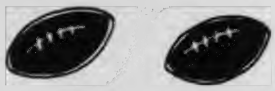
DESCRIPTION: In teaching the distinction between the imperfect and the passé composé, use the acronym RICH: R-repeated, I-interrupted, C-continuing, and H-habitual. This idea helps to decide which tense is appropriate.

PURPOSE: To help students gain familiarity with principal parts of Latin verbs

MATERIALS NEEDED: Approximately 9 "books" (see below) for each group

DESCRIPTION: A "book" is made of 4 cards. About 4 to 6 students form a group. The game is played in the manner of the old game "Authors." The 36 cards are shuffled and dealt to the players. Each player in turn draws a card from the player to his right. When he has 4 identical cards (a "book"), he places them on the table. Whoever finishes with the most "books" is the winner.

porto	portare	portavi	portatus
portare	portavi	portatus	porto
portavi	portatus	porto	portare
portatus	porto	portare	portavi



PURPOSE: To teach and drill direct object pronouns

MATERIALS NEEDED: Flash cards (as directed below)

DESCRIPTION: Before introducing direct object pronouns, make up flash cards with words subject, verb, direct object (noun), and direct object (pronoun) as well as cards each containing components of simple Spanish sentences. After discussing the direct object pronouns lo, los, la, las, ask for three volunteers. Each student is given a card which says either subject, verb, direct object (noun). They are asked to take a position in front of the class in the proper sentence order. Then take the card which says direct object (noun) and replace it with direct object (pronoun). At this time ask the student holding the card to move in front of the student holding the verb card. Discuss the change in position. Call on three more volunteers. Give them each a card containing the ingredients for a simple Spanish sentence. For example, Carlos lee el libro. Ask the students to get into proper word order. Then exchange the el libro card for the one with lo and ask the student to find his or her proper position in the sentence. The point is usually well understood with only two or three more sentences. A similar plan can be used when indirect object pronouns are introduced.

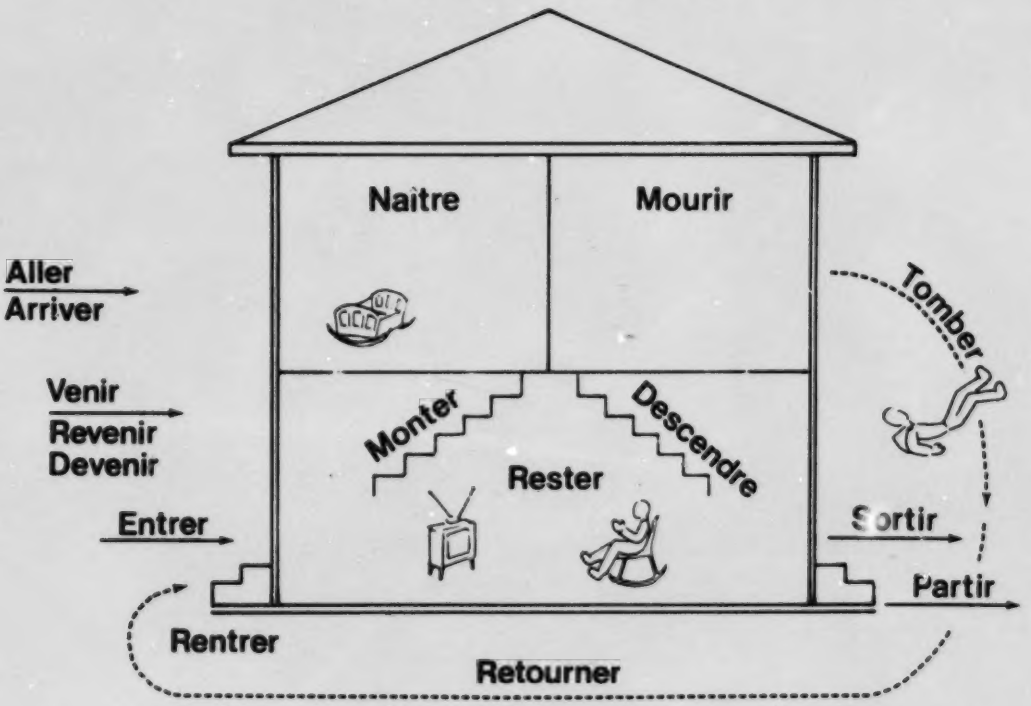
PURPOSE: To learn verbs conjugated with être

MATERIALS NEEDED: None

DESCRIPTION: Introduce DR. and MRS. VANDERTRAMP as an acronym. Each letter is the beginning of one of the verbs: Descendre, Rester, Mourir, Retourner, Sortir, Venir, Aller, Naître, Devenir, Entrer, Revenir, Tomber, Rentrer, Arriver, Monter, Partir.

VARIATION: The illustration below shows an alternate method of assisting students to memorize the verbs conjugated with être.

LA MAISON D'ÊTRE



PURPOSE: To understand why errors were made in tests

MATERIALS NEEDED: Students' tests, textbooks, papers and pencils

DESCRIPTION: After grading the students' tests over a lesson or unit, return them to the students. On another piece of paper, the students should correct the items they missed, in complete sentences, using their textbooks. They get extra points if they correct them and write complete sentences. If the errors resulted in twenty points off, they would get ten extra points. The corrections are returned to the teacher along with the original text. This method saves the teacher the time in correcting answers while grading, and the students learn from their errors.

PURPOSE: To identify the future tense and the subjunctive mood

MATERIALS NEEDED: A foreign language Bible

DESCRIPTION: In teaching the future tense, use the 23rd Psalm and the 121st Psalm, which have a number of examples of the future tense. The students usually enjoy doing these and being able to recognize them. The Lord's Prayer is good for the study of the subjunctive mood.

PURPOSE: To learn verbs

MATERIALS NEEDED: Cube (prepared as directed)

DESCRIPTION: Prepare a cube (five inch sides) from cardboard and tape. Place the name of a verb tense on each side. Have the student "roll" the cube and write the tense which comes "up" on top of the chalkboard. A second cube could be prepared with subject pronouns on each side so that the student gives only the single form of the verb.

PURPOSE: To reinforce grammar and to drill oral and written language

MATERIALS NEEDED: Construction paper, tape or rubber cement, pen, photos

DESCRIPTION: Students pick six to ten photos to make a photo album. They may be actual snapshots from home or pictures cut from magazines. The pictures should be put on paper. Photos should be put on one side only. Use the opposite page to write about or to identify the photos.

PURPOSE: To reinforce vocabulary and grammar

MATERIALS NEEDED: Construction paper, writing instruments, scissors, etc.

DESCRIPTION: Have students make seasonal greeting cards for friends and family. Valentine's Day cards are an example. Students could use sentiments such as: Te quiero; Mi corazón es tuyo; Sé mío; etc. As they gain more ability with the language, students can become more creative. In addition, these cards can be incorporated into beautiful seasonal bulletin boards.

PURPOSE: To reinforce grammar through student instruction

MATERIALS NEEDED: Duplicating master and machine, paper

DESCRIPTION: A student creates an original game, worksheet, puzzle, etc., and writes it on a "ditto" master. The teacher runs off copies. The student explains the worksheet to the class, distributes it to the class, answers all questions, collects, grades, records, returns, and explains errors to the entire class. Students constantly compete to write the hardest, most helpful, creative worksheet, etc. Extra credit may be awarded on the basis of helpfulness of the lesson.

PURPOSE: To review verb tenses

MATERIALS NEEDED: Pencil and paper

DESCRIPTION: FOOTBALL (Match de football américain or Partido de Fútbol Americano). The class is divided into two teams. Each person writes on separate slips of paper ten infinitives he has studied and, with each, a subject. (For example: parler-je, or comer-mi hermano). All slips are collected and put into a hat. Each member of a team selects a question in turn. He is then to give the proper form of the present tense. (For example: parler-je = je parle, and comer-mi hermano = mi hermano come). For each correct answer the team gains ten yards and another member of the same team can carry the ball. Start in midfield. Toss a coin to see which side starts. One team keeps the ball until a member cannot give the correct form. Then the other team picks up the ball on the yardline where it was "fumbled" and moves down the field in the other direction. A touchdown counts 6 points and the extra touchdown point (the next slip) counts one point. After a touchdown and extra point (or attempt), start at midfield with the other side. (Many concepts other than present tense verbs can be reinforced through this game). *Borrowed from: Fun and Games with Foreign Languages, West Virginia State Department of Education.

PURPOSE: To learn possessive adjectives and names of family members

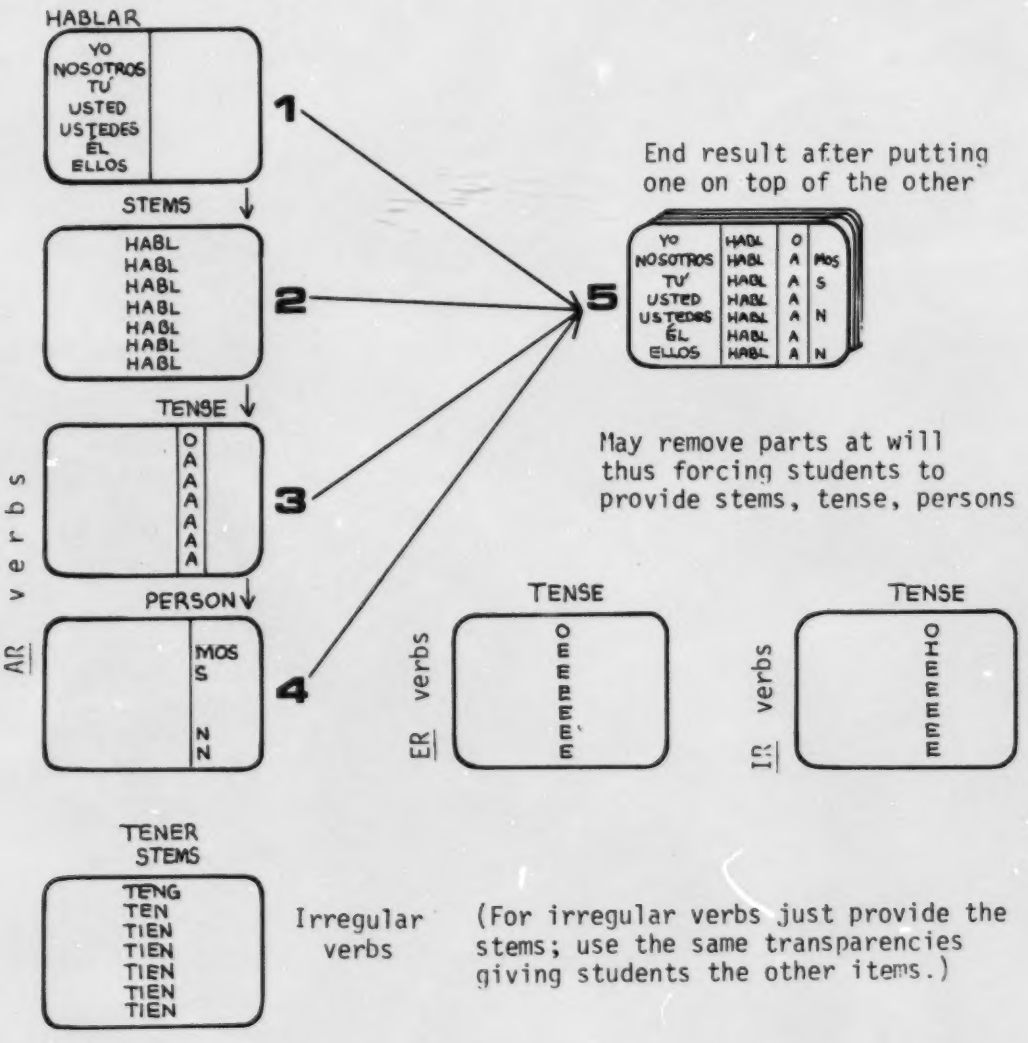
MATERIALS NEEDED: Poster board

DESCRIPTION: Students make family trees labeling each relative with the correct possessive adjective and noun ("my mother" -- Mi Mamá)

PURPOSE: To teach and/or review all forms of regular and irregular verbs

MATERIALS NEEDED: Overhead projector, transparency-making materials

DESCRIPTION: Below is illustrated one suggested way of organizing the teaching of verbs using an overhead projector and transparencies. A grease pencil can be used for temporary transparencies or more permanent ones can be made. (NOTE: The vosotros form is consciously not included. Also, the order of the pronouns is a conscious reorganization on a singular-plural format. The size of the illustrations does not permit a complete listing of all pronouns necessary.)



PURPOSE: To review the reflexive verbs and the present subjunctive

MATERIALS NEEDED: None

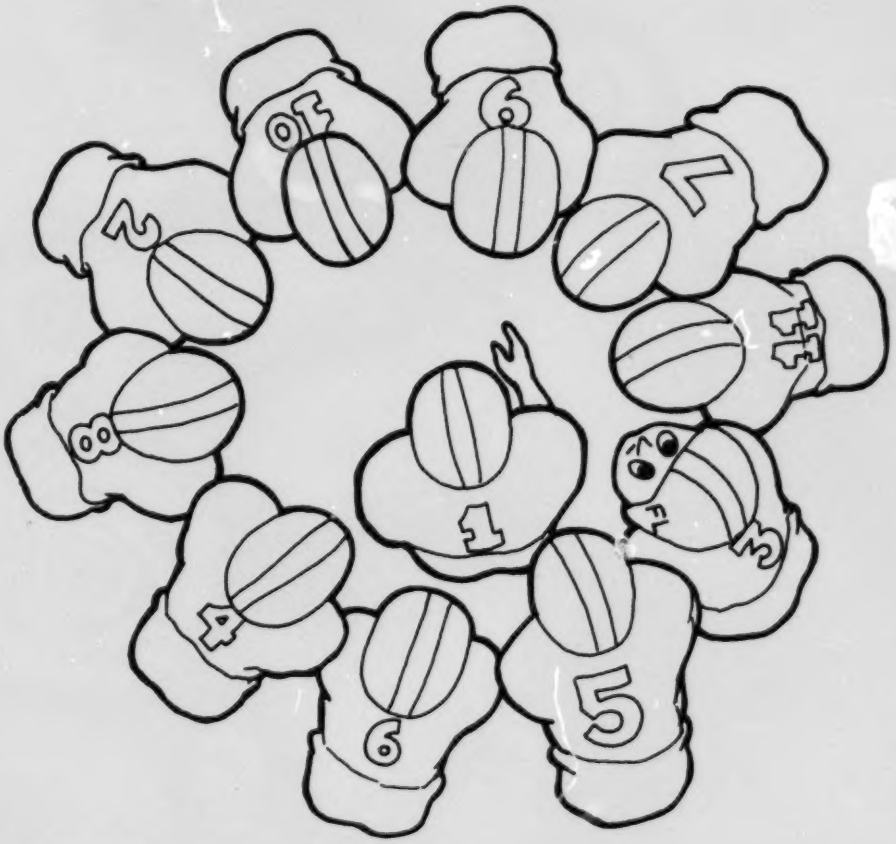
DESCRIPTION: This game is similar to "Simon Says." Since all students should be standing, the teacher should stand on a chair in order that they can clearly observe his actions. Use reflexive verbs that lend well to an obvious action, i.e. lavarse la cara, cepillarse los dientes/el pelo, bañarse, ponerse la ropa, sentarse, levantarse, mirarse en el espejo, hablarse (using hand in front of face to make talking action).

The teacher says, "Carlos quiere que Uds. se cepillen el pelo" and makes an action of combing the hair. The trick is to use the command form without the "Carlos quiere que---" or to change "Carlos" to another name, but to get the students to do the action. When a student "misses" he must sit down. The students who are left when the teacher runs out of energy are the winners. Then one of them can be the leader while the teacher observes.

The students quickly become proficient at this game, and it takes a lot of energy to "trick" them.

IN THE HUDDLE

WITH LISTENING AND SPEAKING SKILLS



PURPOSE: To improve comprehension and speaking skills

MATERIALS NEEDED: None

DESCRIPTION: With the class seated in a circle, one student stands in the middle. The person in the middle stands in front of one student, points to one part of his body, but says the name of another part. The person he has selected must point to the part mentioned but must call it by the name of the part the first student pointed to. For example: The student in the middle points to his ear but says: "This is my eye." The student he is speaking to must point to his eye but must say, "This is my ear." This is, of course, done in the foreign language. Play continues until one student makes a mistake. He then takes the place of the student in the middle and play continues. *Borrowed from: Fun and Games with Foreign Languages, West Virginia State Department of Education.

PURPOSE: To stimulate conversation

MATERIALS NEEDED: Jars with tops large enough for a hand, white paper

DESCRIPTION: Prepare a list of personal questions, using vocabulary from the lesson. Cut them into strips and fold. Use as many jars as the number of students divided by three. Each jar should have the same questions.

Have the students get into groups of three and ask for a volunteer to be the "jar leader" in each group. The jar leader then draws a question from the jar and asks his group the question. If the group answers the question, using proper pronunciation and grammar, it receives a point. This procedure continues with the other groups until all the groups have answered their questions and the jars are empty.

The success of this activity depends on the effectiveness of the questions. The questions can range from "how old are you?" to "can you name the Central American countries?" and "which one do you want to visit?"

This activity is an excellent review in the first week of school for second-year students.

PURPOSE: For oral review

MATERIALS NEEDED: Blackboard and chalk

DESCRIPTION: SPANISH DOUBLE JEOPARDY. Divide the class into two teams. One person keeps the score. Put the categories on the board, (See sketch 1). The first student selects a category and the level of difficulty. The teacher asks him a question and if he misses it, the student on the opposing team has an opportunity to answer. Before beginning the game, select five or six double jeopardies. If the first student misses, the second team answers but does not get the doubled score. (Double jeopardies for this game might look like sketch 2.)

Use different categories to review grammar structures. First year classes may use articles, adjectives, ser, tener, venir, subject pronouns, etc. All questions are asked and answered in the language.

Sketch 1

Double Jeopardy

NUMBERS	MATH	GEOG.	HIST.	VOCAB.	VERBS	POT-POURRI
10	10	10	10	10	10	10
20	20	20	20	20	20	20
30	30	30	30	30	30	30
40	40	40	40	40	40	40
50	50	50	50	50	50	50

Sketch 2

Potpourri	50
Vocabulary	30
Verbs	50
History	10
Math	40
Numbers	30

Scoreboard

NORTH	SOUTH

PURPOSE: To aid in listening/comprehension skills

MATERIALS NEEDED: None

DESCRIPTION: TWENTY QUESTIONS. While one student is out of the room, the rest of the class chooses an object which the student out of the room must guess. He has twenty questions which he can ask any student in the class. The questions must be in the language and can only be answered by "yes" or "no."

PURPOSE: To practice vocabulary and conversation

MATERIALS NEEDED: Small cards, pen, masking tape

DESCRIPTION: To give students a topic for foreign language conversation, place on the back of each student (as he or she enters the classroom) a card with any common or proper noun (it could also be a famous person or place). The student must try to find out who or what he is by asking questions about his identity which can only be answered by YES or NO. Only the foreign language is allowed.

PURPOSE: To force students to pay attention to films shown in class and to review these films

MATERIALS NEEDED: Film, blackboard

DESCRIPTION: STUMP THE TEACHER. Students ask the teacher any question they want pertaining to the film. If the teacher is able to answer, he gets one point; if not, the class gets one point. The teacher may reverse roles and play "stump the class" if the students' questions seem irrelevant. The score is kept on the blackboard. The total number of points determines the winner.

PURPOSE: To aid listening and comprehension skills, using marketplace vocabulary, and to study the currency and economy of a country

MATERIALS NEEDED: Items from a foreign language "to sell" or boxes, cans, packages, etc., labeled in the language, with prices to match the money of the country

DESCRIPTION: This "shopping" activity works especially well when studying "puestos" of the open-air market. The larger the class, the more stands needed. For a class of twenty, three stands will suffice: a refreshment stand serving "limonada, té, café, panecillos, dulces," etc.; a grocery stand with "vegetales, frutas, carne," etc.; and a stand where beach items can be rented, such as a hammock, chair, baskets, towels, paddle boats, umbrellas, guitars.

Divide the class into as many groups as there are stands. If play money is available, give an equal amount to each student, or have each student make his own money on slips of blank paper.

Get a volunteer from each group to be an employee. After ten minutes of buying, switch employees and also have the students move to the next stand.

Emphasize that no one can use any English in a transaction. A favorite part of this activity for many students is studying and using the "bargaining" practices of Mexico.

PURPOSE: To review vocabulary and improve comprehension skills

MATERIALS NEEDED: Teacher-made "Bingo" cards using approximately fifty vocabulary words

DESCRIPTION: Write either the English or the French on the cards. On small pieces of paper, write the equivalents. Put these papers in a box, draw them out, one at a time, and read to the class. The first person to get five in a row (horizontally, vertically, or diagonally) is the winner.

VARIATION: Do the above with verbs: On the cards, write the French forms of verbs. On the small paper, write the English equivalents (or the infinitive and the subjects). The students find the verbs indicated

PURPOSE: To drill orally parts of the body and numbers

MATERIALS NEEDED: Pencil and paper for each student

DESCRIPTION: After the students have learned the parts of the body in the FL, have each get out a pencil and paper. In the language, tell the students they are going to draw a "person." Then give parts of the body and how many of the parts wanted on the "person," for instance: 5 heads 3 eyes, 8 noses, 3 hairs, 2 eyebrows, 1 eyelash, etc. If the students know prepositions such as on, under, beside, etc., say: "Draw three eyes on one of the noses." After telling the students how many and what parts they have to draw (they draw each part as it is named), have the students show each other the drawings. Students find the drawings hilarious.

PURPOSE: To aid in thinking in the language

MATERIALS NEEDED: None

DESCRIPTION: ASSOCIATED IDEAS. The teacher starts by saying any French word. The next student must say the first associated word that comes to his mind, and so on, until each student has had a chance to say a word. Each student must say a word immediately. If he takes too long, proceed to the next student and come back to him at the end.

PURPOSE: To help students improve their listening and comprehension skills

MATERIALS NEEDED: None

DESCRIPTION: GOSSIP. The students should stand in a circle. The first student whispers a sentence in the target language into the ear of the next student, who passes it on until it gets to the last student. Then the last student says the sentence aloud to see how much it has changed since the first student whispered it.

PURPOSE: To review many kinds of material

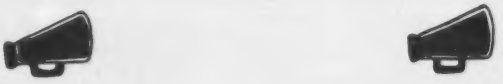
MATERIALS NEEDED: Set of 20 questions with related bonus questions for each topic

DESCRIPTION: Set up two teams of four students each. Position them facing the moderator and three judges. Have a scorekeeper. Each toss-up question is worth ten points; each bonus question, five. Each team has a captain. Moderator reads the toss-up question and the first team to signal is recognized by the judges and then answers the question. A correct answer entitles the team to the two bonus questions. No conferring is allowed on the toss-ups, but the team may confer on the bonus questions. The captain must answer the bonus questions or designate a team member to answer. Questions may be on vocabulary, grammar, history, derivatives, mythology or any other related material.

PURPOSE: To improve listening comprehension

MATERIALS NEEDED: Paper, pencil, and vocabulary words for a given lesson

DESCRIPTION: Dictate words or a paragraph from a given lesson in the target language and have the students write the dictation. Then have the students exchange papers, and, using their textbooks, correct the papers.



PURPOSE: To teach conversation by using cuisine

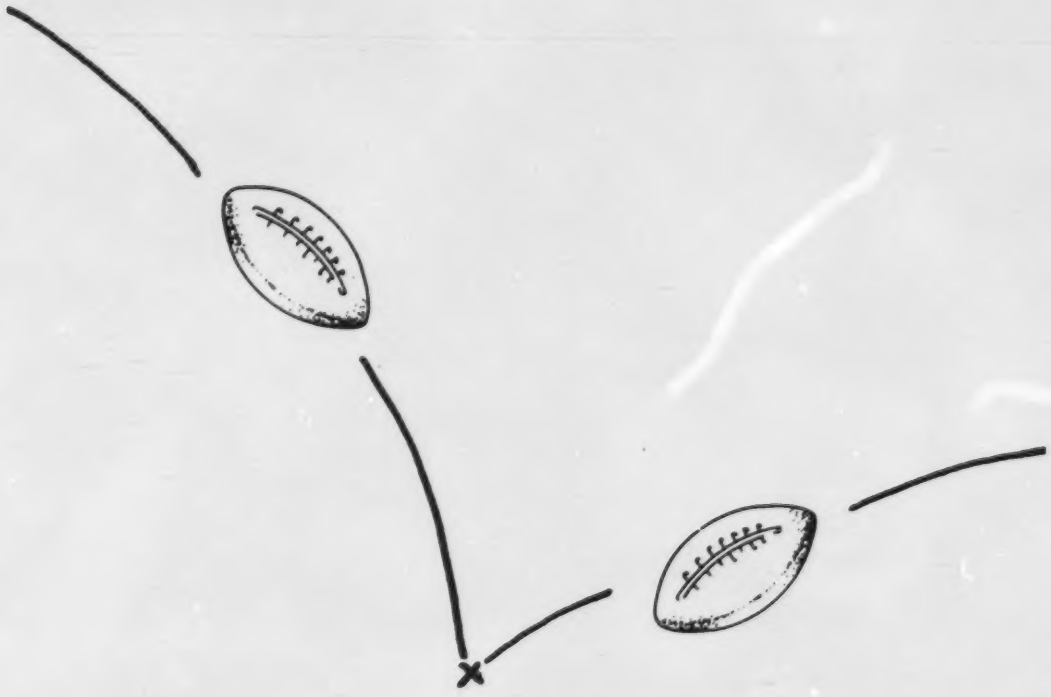
MATERIALS NEEDED: Recipe in the target language (ex: Paella)

DESCRIPTION: Have an advanced class translate the recipe and discuss it in the language as a part of the conversation topic. Have students bring different food items for the dish. Prepare it and have a tasting seminar. With small advanced classes, one can invite them home and do the preparation and have a small party all in Spanish.

PURPOSE: To encourage informal conversational practice

MATERIALS NEEDED: None

DESCRIPTION: During the first few minutes of each class period allow the students to talk in the language on any topic of interest. Students are given a point if they add a sentence to the conversation; all points go toward an oral grade. Keep the conversation moving as rapidly as possible, but as soon as there is a lag, end the activity. Initially, the conversations will not be spontaneous and will not be "focused;" however, after two or three weeks, the conversation can be centered on two or three topics each day. The goal is to have students mention something which many of the others are interested in so that they will make responses and/or ask questions in a natural, spontaneous way. (HINT ON GRADING: Do NOT correct student's grammar or pronunciation unduly at this point as such correction tends to stifle the spontaneity).



HALFTIME ACTIVITIES

[extracurricular]

PURPOSE: To reinforce the story of the Battle of Hastings

MATERIALS NEEDED: Videotape recorder and television for viewing the videotape

DESCRIPTION: After reading about the Battle of Hastings, students write a play about the event. They then act out their play and videotape their productions. The size of the class will determine the number of production groups. The students remember the story much better after this activity. This idea can also be used for other historical or literary events.

PURPOSE: To aid the students in learning the geography of the country

MATERIALS NEEDED: None

DESCRIPTION: Divide the class into two teams. Beginning with the letter "A," each team in turn must name a country, a city, a mountain, a river, or an ocean which begins with the letter "A." When one side cannot think of any more words beginning with "A," the other team begins naming geographical locations beginning with "B," and so on. The team which gives the last word is the winner.

PURPOSE: To learn about holiday customs around the world

MATERIALS NEEDED: Research material

DESCRIPTION: Working in small groups, students choose a holiday that is being celebrated during the current grading period. After research, they give a report to the class including historical information, costumes, activities, food, decorations, etc. The students enjoy learning about unfamiliar holidays and about other ways of celebrating our common holidays.

PURPOSE: Cultural awareness

MATERIALS NEEDED: Students' booklets

DESCRIPTION: A possible semester project is the preparation of a booklet which contains paragraphs about persons, events, buildings, and artifacts of Rome. There are two categories: Quis sum? and Quid sum? (Who am I? and What am I?). Included are names of writers, statesmen, battles, gods, buildings, roads, heroes, etc.

PURPOSE: To sponsor a fiesta, Oktoberfest, Mardi Gras, Saturnalia, etc.

MATERIALS NEEDED: Covered dishes and decorations (prepared by students)

DESCRIPTION: Invite the teachers, administrators, and school board members to promote better relations. Make placemats, napkin rings, programs and centerpieces. (A possible theme is "Traveling through Mexico." Make road signs for placemats and napkin rings; stop signs--signal lights--out of milk cartons and colored foil, and street signs for centerpieces. The students could construct a marketplace where they display items from Spain or Mexico. Entertainment could be Mexican dances, songs, skits, or a student mariachi band.)

PURPOSE: To assist students in organizing their class work

MATERIALS NEEDED: Each student needs a spiral notebook.

DESCRIPTION: To help students maintain an organization in their classroom work, require them to keep a notebook. The notebook can be divided into sections - as many as you deem necessary. Some possible sections might be: pronunciation, verbs, grammar, culture, songs, poems, etc. If notebooks are required, however, be sure to check them occasionally.

PURPOSE: To reinforce classroom learning through club activities

MATERIALS NEEDED: Clue or directions written in target language; or cassette recorder

DESCRIPTION: ROAD RALLY - divide club into teams. Each team has a car and the first clue written in the target language. For variation the clues can be recorded on a cassette tape. The team must then decifer the clue. When they arrive at the correct location, they are given a similar clue. There are seven or eight clues in all, eventually ending up in a nearby park for a picnic.

PURPOSE: To reinforce classroom learning through club activities

MATERIALS NEEDED: Cassette player/recorder

DESCRIPTION: SOUND SCAVENGER HUNT. Each team is given a list of sounds that it must find and record. The list is written in the target language. The team to complete the recording of the listed sounds first is the winner. Sounds may include things such as: Siren, popcorn popping, person at a drive-thru window saying, "May I help you?," etc.

PURPOSE: To increase cultural awareness of ancient Rome and Greece

MATERIALS NEEDED: As suggested in the text

DESCRIPTION: Clay tablets can be made in Latin in the ancient style on pieces of pottery or other suitable, breakable material. These broken tablets can then be buried along with other Roman artifacts and then dug up by the students and reconstructed using proper archaeological methods. (Extensive activities of this kind are described in DIG! from Interact, P. O. Box 262, Lakeside, CA. 92040).

PURPOSE: To create more interest, success, and involvement in and out of the French class

MATERIALS NEEDED: None

DESCRIPTION: French Honor Society -- Students are eligible to join it if they have an A or B in French on their report card.

DESCRIPTION: Give awards to outstanding French students in each level of study.

DESCRIPTION: Make a spirit banner in French for homecoming.

DESCRIPTION: Sing French Christmas carols at schoolwide Christmas assembly.

DESCRIPTION: Go Christmas caroling at local nursing homes or around the neighborhood.

DESCRIPTION: Put on a French language assembly just prior to enrollment.

DESCRIPTION: Have a club representative attend student council to help keep the club involved in school activities and make other students know that the club is active.

DESCRIPTION: Order special T-shirts for members.

PURPOSE: To plan for cultural input to students on a regular basis

MATERIALS NEEDED: Will differ according to the lesson and the approach used by the teacher

DESCRIPTION: On a routine basis (every Monday, Friday, etc.) present a culture lesson to the class. It may be a discussion of history, current events or slides may be shown. Some topics for French classes might be: French holidays, body language, dating, eating places, Paris, Versailles, Christmas, French money, politics, ballet, fashion, wine, Franglais, Québec, schools and universities. If a new topic is introduced as an overview each week, a great deal can be covered in the span of one school year. The discussion can be in English for the first two years but should be done in the language after that.

PURPOSE: To provide easy access to extra-credit activities

MATERIALS NEEDED: File box, index cards

DESCRIPTION: Keep a file box of "recipes" of extra-credit activities such as puzzles, jokes to translate, children's stories, translation exercises, etc. Each card has the directions and the point value of the activity. Values range from 5 points for a simple antonym drill to 40 points for a vocabulary book or nursery rhyme. The students like the variety and often learn much from these extras.

PURPOSE: Interest-building in the language; creativity with the FL

MATERIALS NEEDED: Large roll of brown or white butcher paper, pens

DESCRIPTION: Inform the club members that they will be able to write on the "walls" at the next club meeting so that they can be preparing some "graffiti" in the language. (No English allowed!) Put sheets of paper all around the room -- over the chalkboards, bulletin boards, on the closets, door, etc. During the activity, ask the more advanced students to check the grammar and structure of the others. It's fun to encourage some art work along with the "profound" wisdom that the students have to share. Leave the graffiti paper up for awhile so that all students have an opportunity to read everyone's contribution.

PURPOSE: To dramatize language usage

MATERIALS NEEDED: Copies of any skit to be performed

DESCRIPTION: As the teacher reads the skit, students listen for understanding of what is taking place in the skit. Students then read the skit following the teacher's pronunciation and acting. Students take turns reading different parts for practice, after which they can divide into groups and record the skit on tape.

PURPOSE: To make the public aware of language benefits

MATERIALS NEEDED: Video tapes of various classroom activities, posters, brochures, realia from the various cultures

DESCRIPTION: For American Education Week, have a booth in a shopping mall. Have a video tape of all language classes in various classroom activities -- dialogs, verb drills, skits, dancing, and singing. Begin the tape expressing the need for and showing possible benefits of language study. The finished tape is played all day in the mall. One of the side benefits is that the students enjoy seeing themselves. Also have textbooks, travel brochures, posters, and realia from the various cultures represented.

PURPOSE: To learn and teach from movies

MATERIALS NEEDED: Film in the foreign language

DESCRIPTION: Before showing the film, explain its contents to the students. Advise them of important items to be presented in the film. In the State Department of Education's "Guadalajara, La Perla De Jalisco," for example, point out the "maguey," its importance to desert life, its uses, and draw it quickly on the board. Ask them to look for the murals and a picture of Clemente Orozco. Give them background material, explanation on Mexican muralists. Point out the importance of artisans in the areas, the various examples of Spanish, gothic, and modern architecture. Give students a special assignment: find the cherub, find the mango, etc.

Show the film one day; reshow it the next. Allow for student discussion. Ask the students which section they enjoyed most, least; which section was the most surprising, the least surprising.

While students are viewing a movie, make a list of names, words, and expressions that will serve as clues to help students recall activities. For first year students: put words and expressions in two columns, arranged so that students with the aid of a dictionary, can match items in column A with those in column B. Example:

A	B
1. Juguetes mecanicos	a. sombreros
2. fábrica	b. muralista
3. Clemente Orozco	c. porque

PURPOSE: German Christmas fair or market

MATERIALS NEEDED: Students to furnish all materials except a few essentials such as glue, scissors, hammer, rules, etc.

DESCRIPTION: Sponsor a pre-Christmas fair for the community. Handmade craft items, baked goods, etc., are sold by foreign language students. Such a fair exhibits the variety of talent and creativity of the students while providing the community with cultural awareness. Teachers may offer patterns, craft books and ideas, but many students already have a project in mind. Projects may include small Christmas decorations, macrame, string art, God's eyes, gingerbread houses, ceramic figures, woodcarvings, puzzles, puppets, stuffed animals, Christmas wreaths, crocheted items, etc. Students may exhibit or sell their projects. Possible incentives for participation may include contract grades (based on hours, number of projects, etc.) or profit (individual or club).

PURPOSE: To involve and interest students more in the language and people

MATERIALS NEEDED: Construction paper, old Christmas cards, etc., felt tip pens, paper doilies, etc.

DESCRIPTION: Make New Year's cards, Valentine's cards, etc. Appropriate verses should be provided.

PURPOSE: To host a dinner party for students and their parents

MATERIALS NEEDED: Foods from the foreign country (prepared by students)

DESCRIPTION: The menu should include foods from the countries in which the inhabitants speak French, German, Spanish, Russian, and/or Italian. Entertainment can be provided by the students (songs, dances, skits, etc.).

PURPOSE: To promote a FL interest in grade school and to make FL learning more meaningful to third-grade students

MATERIALS NEEDED: Teacher-made as needed

DESCRIPTION: Third and fourth-year high school students teach French to a small group of grade school children for twenty minutes two times a week. The grade school teachers appreciate this activity because it provides an enrichment program for some of their students, and it affords the teacher time to work with the remainder of the students who may need special attention.

PURPOSE: To keep a scrapbook about the foreign culture being studied

MATERIALS NEEDED: Student resources and imagination

DESCRIPTION: Keep a scrapbook of examples of the foreign culture found in ads, editorials, stories, poems, songs, and art. These could also be brought separately and posted on the bulletin board. Students might also tell the class of any foreign words used on the television or radio the night before.

PURPOSE: To teach Mexican culture through Christmas decorations

MATERIALS NEEDED: Newspapers, wallpaper paste, light bulbs, plain Christmas balls, yarn, sequins, pieces of cloth and lace, glue

DESCRIPTION: Students make maracas from used light bulbs. Cover with paper mache and when they are thoroughly dry, tap on the floor to break the glass. Maracas may be hung on a tree for an added Christmas flair. Students also make faces out of tree ornaments by making yarn hair and sequin eyes, nose, and mouth. Use cloth for mantillas and sombreros.

PURPOSE: To make piñata

MATERIALS NEEDED: One large balloon, newspapers, wallpaper paste (floor and water mixture), coat hanger, scissors, crepe paper of several colors and/or tempera paint

DESCRIPTION: Blow up the balloon and secure by tying the end. Cut several newspapers into two-inch strips. Soak each strip in the wallpaper paste solution. (Solution is mixed according to printed instruction.) Place the soaked strip around the balloon. Work around the balloon in a random fashion until the balloon is completely covered by several layers (four to eight). Allow to dry in a warm room overnight. Rework the mache if necessary. After the form is done, the students should begin to decorate. Some piñatas can be painted with tempera paint for background color. Long crepe paper strips (two inches wide) can be fringed and pasted around the shell.

After the construction is finished, a vote can be taken for the best piñata. Hang it in the classroom and have a piñata party.

PURPOSE: To promote good will between school and business people

MATERIALS NEEDED: Spanish or Mexican recipes

DESCRIPTION: Entertain the local Kiwanis and Key Clubs by preparing a meal consisting of authentic Spanish dishes. Students dressed in simple but authentic costumes act as servers for the meal.

Decorate the tables with memorabilia or with centerpieces made by students. Prepare a place card for each guest with his name prefaced by Señor _____.

Begin the program with "tour guides" who conduct a "journey" through several Spanish-speaking countries, giving cultural information about each. Between trips to each country, have students give short dialogues telling something of interest about the countries. For example, when Mexico is mentioned, the students can speak concerning the bullfights or a visit to Chapultepec Park.

PURPOSE: To teach culture using Mexican cuisine

MATERIALS NEEDED: Kitchen, necessary ingredients, hungry people

DESCRIPTION: Below are basic recipes for three popular treats:

PRALINES

1 cup buttermilk
2 cups white sugar
1 tsp. soda
½ tsp. vanilla
½ tsp. almond flavoring
1 cup pecan halves

Mix together the buttermilk, sugar, and soda. Cook to a soft ball. Add walnut size butter, ½ tsp. vanilla, ½ tsp. almond flavoring. Beat. Add one cup pecan halves. Drop on greased waxed paper quickly or it will "sugar."

BASIC SWEET DOUGH FOR SOPAIPILLAS

1 cup milk
½ cup sugar
1¼ tsp. salt
½ cup butter
1/3 cup warm water
2 pkgs. dry yeast
3 eggs (room temperature)
5½-6½ cups flour

Scald milk; stir in sugar, salt, and butter. Cook. Pour water into warmed bowl. Sprinkle in yeast and stir until dissolved. Add milk, eggs and 5 cups flour. Mix at medium slow speed with electric mixer for about 3 minutes. Add remaining flour ½ cupful at a time as needed. Knead 7-10 minutes or until dough is smooth and elastic. Place in greased bowl, grease top and place in refrigerator until ready to use. Divide into thirds and roll very thin (about 1/8" thick). Cut into 2½" x 2½" squares and fry in hot grease. Be sure to turn each square two or three times when frying so that they won't "turn-turtle." Remove and drain. Serve with honey or cinnamon mixture.

CHILE CON QUESO

Mix one can Rotel Chiles and tomatoes with 2 tbsp. cornstarch and cook until clear. Add to one pound Velveeta cheese that has been melted. Serve with taco chips.

NOTES

NOTES

EVALUATION

We would like to be able to continually improve the quality of the products we develop. Can you help us by responding to the following?

1. Circle grade level(s) taught: 1 2 3 4 5 6 7 8 9 10 11 12

2. Language(s) taught:_____

3. Was the content of this publication generally appropriate for your language and grade level? ___appropriate ___inappropriate

4. Were the suggested activities: ___most helpful ___of some help
   ___of no help

5. What, in your opinion, is the major strength of this publication?

   _____

   _____

6. What, in your opinion, is the major weakness of this publication?

   _____

   _____

7. What are some other kinds of foreign language publications or products which would be of use to you?_____

   _____

Please cut at the dotted line and return to: Foreign Language Specialist, State Department of Education, Oklahoma City, Oklahoma 73105

In the following space, would you please share a successful teaching idea with us? (Use the back of this form if more space is needed.)

Name_____School_____

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